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ABSTRACT

This document consists of a brief report and a resource manual developed by a project designed to help 34 students registered in a General Educational Development (GED) program to develop self- and career-awareness through computer-assisted instruction. According to the report, all 34 students used the computer for self- and career-awareness. The project also aimed to provide 25 GED students with job shadowing experiences. Students did not readily accept job shadowing experiences, and only three complete job shadows occurred. Although the project aimed to place 25 GED students into training programs or job interviews based on their career portfolios, only 9 students entered work after leaving the program. The resource manual developed by the project contains the following: a school-to-work activities log; directions for computer operations; a curriculum resource list with seven books, two magazines, and five videos; and brief overviews of four computer programs. A section on using the Internet includes a glossary, activities, and answer keys. The next section lists 22 websites. Each entry includes the address and classroom application(s), and some entries describe the site's content. A list of rules for comma usage concludes the manual. (YLB)

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Technology in Adult School to Work

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FINAL REPORT

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The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

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Introduction

Technology in Adult School To Work

The School To Work Opportunities Act was established to enhance the educational, career, and economic opportunities available to all students by creating partnerships between businesses, schools, community-based organizations, state and local governments. Through the School To Work core elements of school-based, work-based, and connecting activities, students have a comprehensive, effective program to help them prepare for and enter the work force. Educators and employers become partners in learning. This innovative concept of educator and employer partnerships was explored in the Special Demonstration Project Work Beyond GED!

Technology in Adult School To Work targeted students studying to obtain a GED at the Adult Learning Center, Uniontown, Fayette County, Pennsylvania during the 1997-98 project year.

The staff and other personnel who contributed to the success of this project are as follows:

The **director** of the project, Ms. Sue Conrady, was responsible for all preparation and planning, all ordering of materials, and all staff development.

The **coordinator** of the project, Ms. Carol Majernik was responsible for all scheduling of career presentations, job shadowing and job-site mentoring and training opportunities.

The **instructor** of the GED class, Ms. Carol Majernik, was responsible for GED preparation studies as well as technology integration.

The **counselor** of the program, Ms. Heather Risha, assisted students with their GED and career preparation. The counselor also administered interest inventories and career decision-making inventories to students.

This report would be of interest to all practitioners in adult basic and literacy education who feel that adult education is the avenue to better personal and career opportunities for students.

This project is disseminated by:

Bureau of Adult Basic and Literacy Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvancE

Commonwealth of Pennsylvania
Department of Education
333 Market Street, 11th floor
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center

5347 William Flynn Highway, Rt. 8
Gibsonia, PA 15044-9644

Final Report Narrative

Statement of Problem

From current data indicators, both national and state-wide, 75% of all jobs require some post-secondary education. Of this 75%, 30% require four-year degrees but 45% require technical or other post-secondary training. Nearly all jobs, whether service, technical, or professional, require, at minimum, technological awareness.

Technology in Adult School To Work gave the opportunity for 34 students registered in an Adult Learning Center, Uniontown, Fayette County, GED program to combine educational, vocational, and technological training and to succeed in all. Students focused on self-awareness, career awareness, career counseling, and job shadowing activities, while studying for a GED diploma with the goal of formulating a plan for continued job training or employment and self fulfillment. Entrance into further training or employment was the ultimate goal.

The following data is specific to the population of Fayette County:

- The unemployment rate as of January 1997 was 9.3%, nearly double the statewide rate of 5.3%. (Department of Labor and Industry)
- The percentage of the population eligible for Medicaid is 26.8%, second only to Philadelphia and double the statewide percentage of 13.9%. (1990 Census)
- The percentage of the population not graduated from high school is 31.3% compared to the statewide average of 24.4%. (1990 Census)
- The college bound rate of high school graduates is 47%, compared to 69.3% statewide. (State Report on Education in Pennsylvania)

These data enunciate the critical need for School To Work programs especially for adults who have begun their educational and vocational attainment without success and who have limited, if any, experience with current technology.

Goals and Objectives

The specific goals and objectives of Technology in Adult School To Work are as follows:

1. To develop self and career awareness through the use of computer assisted instruction for 25 GED students.
2. To provide 25 GED students with job shadowing experiences.
3. To place 25 GED students into training programs or job interviews based on their career portfolios.

Procedures

Objective I

To develop self and career awareness through the use of computer assisted instruction for 25 GED students.

The development of self and career awareness for students was the initial emphasis of Technology in Adult School To Work. Upon entering the program, each student was given a folder that served as the educational and career portfolio. Students were given a Career Decision Making Inventory as an initial tool to career and self awareness. As a part of their GED instruction, correlation between course content and practical career practice was made whenever possible. Each student was given career counseling by the project counselor and scheduled to view videos of actual entry level jobs from the video library Enter Here. They were also given computer time in every class. The Internet was installed on two computers in the Adult Learning Center and students had daily opportunities to use the Internet to explore career and employment interests.

This objective was easily met although all portfolios were not completed. Since the portfolios are the property of the students, their future use of the information and documents collected during the project is expected.

Objective II

To provide 25 GED students with job shadowing experiences.

This objective was difficult to meet. Job shadowing opportunities were established with employers through the Fayette County School To Work Partnership. Experiences were available in most career fields. Employers were willing to offer job shadowing activities to adults that paralleled experiences offered to school-aged students.

Time and travel concerns by students needed to be alleviated. Many students had other reform issues that occupied their time and were unable to commit time to an unpaid job shadowing experience. In addition, many students had extreme difficulty choosing the type of job shadow they would like to pursue, even with counseling and coaching from the instructor. Only three (3) students took advantage of job shadowing experiences available to them through this project.

Objective III

To place 25 GED students into training programs or job interviews based on their career portfolios.

From the experience of combining GED studies with career awareness and exploration, students were more prepared to select training options or job interests to pursue even without the benefit of a job shadowing experience. As a result of participation in the Technology in Adult School To Work project nine (9) students obtained jobs and four (4) students entered other training programs and, three (3) students entered other career training programs with another agency. In addition, students were given mock interviews by the teacher or other personnel from the Adult Learning Center.

The results of each objective were tracked by the teacher and reported as program standards.

Dissemination

The product of this demonstration project, the Technology in Adult School To Work Resource Manual is available from the following:

Bureau of Adult Basic and Literacy Education
Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
Commonwealth of Pennsylvania
Department of Education
333 Market Street, 11th floor
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Rt. 8
Gibsonia, PA 15044-9644

Any questions or comments may be directed to

Sue R. Conrady, Coordinator
Adult Basic and Literacy Education
Intermediate Unit I
One Intermediate Unit Drive
Coal Center, PA 15423

412-938-3241 Phone
412-938-8722 Fax

Conclusion/Recommendations:

Two brief recommendations bec me evident during this project:

*Students need more rigorous, structured training in decision-making skills.

*Students time, travel, and budgetary restraints cause the procurement of a job a paramount concern of students and overrides program concerns for job shadowing experiences. If possible job shadowing could be accomplished with an employer as a precursor to employment.

In conclusion, the school to work activities undertaken by the students during the Technoogy in Adult School To Work project were invaluable to the lifelong learning pursuits of the participants. The knowledge of technology combined with the development of self and career awareness in conjunction with formal educational attainment will strengthen the attitudes and aptitudes these students take home and to the workplace. In addition, the success of this project will be most evident as students successfully move through the many career and life changes they will surely encounter.

Technology in Adult School to Work

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1997-98

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Project #98-8013
PRODUCT
TECHNOLOGY IN ADULT SCHOOL TO WORK
RESOURCE MANUAL

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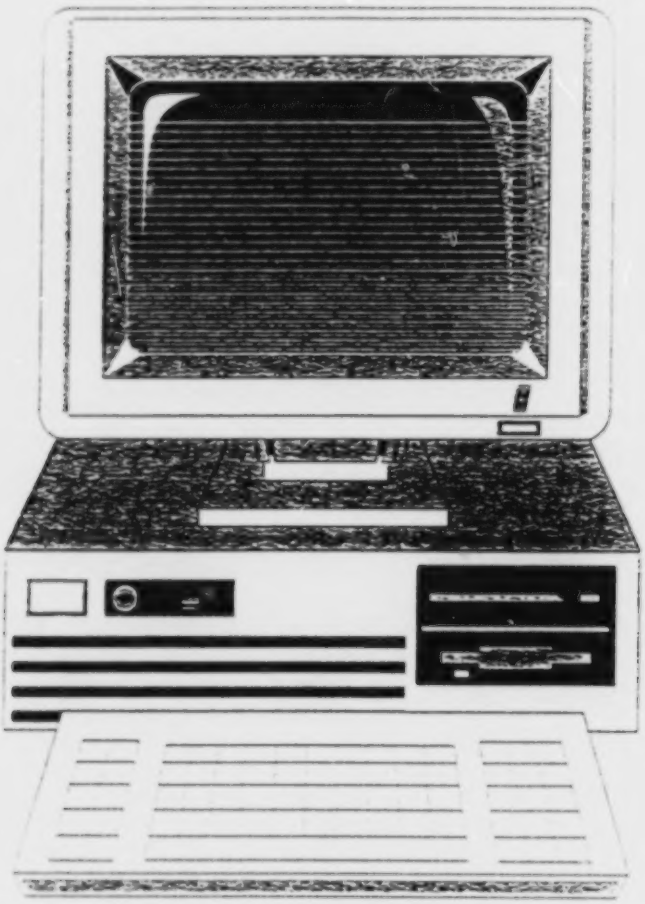


TECHNOLOGY IN ADULT SCHOOL TO WORK

TABLE OF CONTENTS

School-To-Work Activities Log

Directions for Computer Operations

Resources

- Curriculum Resource List
- Computer Programs

Using the Internet

Websites

ADULT LEARNING CENTER
School-To- Work
Activities Log

_____ Entry Date
_____ Name _____ Grad. Date

ACTIVITY	RESOURCE	COMP DATE	CRITERION	EVALUATION COMMENT	CAREER ED. COMP
PRE-GED					
GED 2001					
Word Processing					
Miscellaneous Disks					
Personal Development					
Social Skills on the job					
Vocabulary Connections					
Study Skills					
90 Minute Interview					
90 Minute Resume					
Internet Vocabulary					
Internet Skills					
Websites					

DIRECTIONS FOR COMPUTER OPERATIONS

PRE GED 2001

Turn on computer at the surge protector.

If monitor is not on, press large contrcl knob at monitor and green light will appear.

Install Pre Ged 2001 disk.

Click on start button.

Go to Program.

Go to Pre Ged 2001.

Go into student program , click on.

Choose content area (Math, Reading, Writing, Toolbox). Click on content area of choice. Scroll up or down for appropriate lesson. Click lesson and then click on OK.

Note: If an * appears in front of a testing area, it means that test was not completed.
If a check mark appears in front of test area it means that test area was completed.

When finished in student program when in Pre Ged 2001 you can exit by clicking on the word "File" which is located in left corner. Click on "Exit" and click yes to exit. This will take you to begining program.

To shut down computer click on start button.

Go to shut down computer.

Click on yes.

When computer is shut down, turn off button surge protector.

Red light should now be off.

GED 2001

Turn on computer at the surge protector.

If monitor is not on, press large control knob at monitor and green light will appear.

Install Ged 2001 disk.

Click on start button.

Go to Program.

Go to Ged 2001.

Go into student program, click on.

Type in Student ID, push <Tab>.

Type in Student Password, push <Enter> or OK.

Go into test menu, choose test area. After choosing test area click on.

When finished in student program when in Pre Ged 2001 you can exit by clicking on the word "File" which is located in left corner. Click on "Exit" and click yes to exit. This will take you to begining program.

If you decide to quit before completing test, follow directions below.

To shut down computer click on start button.

Go to shut down computer.

Click on yes.

When computer is shut down, turn off button surge protector.

Red light should now be off.

COMPUTER OPERATION
Compaq

- Start computer by pushing surge protector button on. The red light will then be on.

- Be sure the monitor green light is on. If not push large monitor knob.

- If you are using the printer, be sure it is turned on.

- You are now at the screen (desktop) that contains various icons.

- With mouse click on Start (lower left corner).

- Move to top of list to access programs.

- Move mouse to desired program and it will bring it up for you to start. You may need to insert a CD to access some programs.

Follow directions in program to close or exit. Be sure to close all programs before returning to desktop displaying icons.

- To shut down computer:
    - Go to Start button
    - Click on Shut down
    - Click on yes to shut down computer
    - Turn off surge protector. The red light should now be off.

COMPUTER OPERATION
for model 386

- To start computer push surge protector button. You will see a red light.
- If this (C:>) appears on screen type WIN and then <Enter>.
- This will take you to the Program Manager.
- If computer goes directly into the program manager, do not type "WIN".
- Your now in Program Manager. You will see icon with a blue box on the title. With the mouse single click on icon you want to get into.
- Double click in the blue area in which you have selected and you are now in the program.
- Open files in which you choose to work in, by clicking on file, or area which opens files.
- Close file when exiting program. Click on file at the top and click on close, quit, or exit to leave program.
- When in program and you are unable to move or close file in which you are in, refer to the keyboard and while holding down the Control+Alt buttons, press the Delete key. This will reboot computer and take you to the C:>, or give directions in which to quit program.
- When at the program screen, hit File at the top left and Exit at the bottom of the list that pops up. You will be asked if you really want to leave Windows. Click on Yes.
- When the screen returns to C:> you may turn off the computer. The red light on surge protector should now be turned off.

COMPUTER OPERATION
for model 286

- Place DOS disk in disk drive.

- Turn on computer by clicking on button, located on right side at bottom of monitor.

- When at A:>, place disk in the disk drive that you are going to use. At A:> type in command needed to run program on disk. Press <Enter>.

- You should now be in program selected. Follow directions on monitor for working in program.

- Exit program.

- Take program disk out of disk drive.

- Turn off monitor with the button located under monitor on right.

- Turn off surge protector.

Note: When going from one program to another put dos disk back into disk drive and press <Enter>. Then at A:> put the disk in disk drive that you want to use next and type command to run program.

DOS disk

1. Turn the computer on with the DOS disk in the drive.

2. When the screen says:

   Current date is (day) (x-x-xx)
   Enter new date (mm-dd-yy):

   you can either enter a new date or press the ENTER key.

3. Added to the screen will be:

   Current time is 0:00:00.00
   Enter new time:

   Press ENTER

4. Three more lines will appear with information and then the display will add:

   A>

5. You can now remove the disk from the drive and put a program disk in.

6. If you ever leave a program and it asks for a command disk, place this disk in the drive and press ENTER.

Touch Typing for Beginners - Develops typing proficiency via a step by step process.

1. Put disk in the drive.

2. Type **g** and then press ENTER.

3. An identity screen will appear. Press ENTER to proceed.

4. Type in your name and press ENTER.

5. You will be asked to confirm that your name is spelled correctly

6. At main menu choose lesson and press ENTER.

7. Each lesson includes:
   - Introduction
   - Drill
   - Game to test skill
   - Main Menu return feature

8. Skill Builders checks your speed and accuracy through a series of typing tests.

Write It - word processing and database software

1. Insert disk in drive.

2. Type **writeit** and press ENTER.

3. At the introductory screen, press the space bar.

4. The word processing program comes up immediately, so you can begin typing immediately.

5. To access the pull down menus, press "Alt". You will see the first letters of the words light up. Press the corresponding letter to access that menu.

6. Your title is at the top of the database.

7. To save, press "F4". You will be asked to name the file. Put your own disk in the drive and type in a name. Press ENTER and it will save what you have typed.

8. To open a saved file, place your disk in the drive. Press "F3". If you don't remember the file name, press the tab key to access the list of files and use the arrow keys to highlight the file. Press ENTER.

Super Munchers - Use arrow keys to move around.

1. Put disk in the drive

2. Type **SM** and press ENTER.

3. Super Munchers will appear on the screen. Press any key to access the Super Muncher menu.

TEACHER:

4. Use down arrows to go to "Information" to read directions.

5. Go to "Options" and press ENTER.

6. Go to "1. Set Content" and press ENTER.

7. Look at the bottom of the screen for directions.

STUDENT:

4. At Super Muncher screen press "1. Play Super Muncher". Press ENTER.

5. Choose "Yes" to receive instructions on playing.

6. Choose what game you would like to play and press ENTER. You can choose:
   - Animals
   - Famous Americans
   - Food and Health
   - Geography
   - Music
   - Odds n Ends
   - Challenge

   Look at the bottom of the screen for directions.

7. When you have completed each grid you can move on to others. Press "esc" to quit.

Reading for Meaning: Level II - two areas, one dealing with word problems, the other matching pictures to a story.

1. Put disk in the drive.

2. Type **g** at the A> and press ENTER. The program will load.

3. An identity screen will appear. Press ENTER to proceed.

4. Look in the lower right hand corner. The icon that appears will tell you how to proceed. If you are unsure of which button to push for a desired function, press and hold down the "alt" button then push the space bar. The function key that will work for that function will appear on top of the icon. Release the alt and space bar to continue.

5. Type in your name and press ENTER.

6. You will be asked to confirm that your name is spelled correctly

7. Instructions will appear. You have two choices:
   - Reading More Than The Words
   - Reading To Get The Picture

8. At main menu choose lesson and press ENTER.

GLE Language Arts - This test includes: analogy, vocabulary, spelling, antonyms, suffixes, prefixes, synonyms and homonyms. Asks for "best" meanings and deals with mechanics of language.

1. Place the disk in the drive.

2. At the "A>" type in **gle** and press ENTER.

3. The screen will have a huge "STOP" sign on it and a message will tell the student to "Wait for the teacher before continuing".

4. Press ENTER to proceed.

5. Press the ENTER key if the computer asks for the year.

6. Press the ENTER key if the computer asks for the month.

7. Press the ENTER key if the computer asks for the day.

8. Another "stop" sign will appear. Press ENTER to proceed.

9. A text screen will appear notifying the student that they are about to take the test and the instructions for taking it. Press ENTER to proceed.

10. Another text screen will come up with additional instructions and a notification that they will be presented with practice questions. Press ENTER to proceed.

11. The question appears on the top of the screen with the choice of answer on the bottom.

12. Proceed with questions. Look for directions on bottom of screen if you're unsure of what to do.

13. A "stop" sign will appear. Press ENTER.

14. A text screen will appear. Press ENTER to proceed.

15. Follow instructions on screen.

Word Munchers - game that helps you to learn vowel sounds. Use arrow keys to move around.

1. Put disk in the drive

2. Type **WM** and press ENTER.

3. Word Munchers will appear on the screen. Press any key to access the Word Muncher menu.

TEACHER:

4. Use down arrows to go to "Information" to read directions.

5. Go to "Options" and press ENTER.

6. Go to "1. Set Content" and press ENTER.

7. From here you can choose the :
   - Level of difficulty for the words
   - Vowel sound difficulty
   - Preview the words

   Look at the bottom of the screen for directions.

STUDENT:

4. At Word Muncher screen press "1. Play Word Muncher". Press ENTER.

5. Choose "Yes" to receive instructions on playing.

6. Look at the bottom of the screen for directions.

7. When you have completed each grid you can move on to others.

Math Concepts: Level P -

1. Put disk in the drive.

2. Type **g** at the A> and press ENTER.

3. An identity screen will appear. Press ENTER to proceed.

4. Type in your name and press ENTER.

5. Look in the lower right hand corner. The icon that appears will tell you how to proceed. If you are unsure of which button to push for a desired function, press and hold down the "alt" button then push the space bar. The function key that will work for that function will appear on top of the icon. Release the alt and space bar to continue.

6. You will be asked to confirm that your name is spelled correctly

7. At main menu choose lesson and press ENTER.

Number Munchers

1. Put disk in the drive

2. Type **NM** and press ENTER.

3. Number Munchers will appear on the screen. Press any key to access the Number Muncher menu.

TEACHER:

4. Use down arrows to go to "Information" to read directions.

5. Go to "Options" and press ENTER.

6. Under Options you can:
   - set difficulty level
   - set content

   Content choices include:
   - Multiples
   - Factors
   - Prime
   - Equality
   - Inequality
   - Challenge

   Look at the bottom of the screen for directions.

STUDENT:

4. At Number Muncher screen press "1. Play Number Muncher". Press ENTER.

5. Choose "Yes" to receive instructions on playing.

6. Look at the bottom of the screen for directions. Choose which game you would like to play.

7. When you have completed each grid you can move on to other.

GLE Mathematics - This test includes: Addition, Subtraction, Multiplication, Division, Decimals, Fractions, Integers, Word Problems, Percentages, Data Interpretation, Numeration and Choosing Signs

1. Place the disk in the drive.

2. At the "A>" type in **gle** and press ENTER.

3. The screen will have a huge "STOP" sign on it and a message will tell the student to "Wait for the teacher before continuing".

4. Press ENTER to proceed.

5. The screen will ask for your first name. Type it in and press ENTER.

6. The screen will ask for your last name. Type it in and press ENTER.

7. The screen will ask you to choose your sex. Choose and press ENTER.

8. Press the ENTER key if the computer asks for the year.

9. Press the ENTER key if the computer asks for the month.

10. Press the ENTER key if the computer asks for the day.

11. The screen will ask for your age. Select if you would like, then press ENTER.

12. The screen will ask for your grade. Select if you would like, then press ENTER.

13. The screen will ask if the information is correct. Press ENTER to accept.

14. Another "stop" sign will appear. Press ENTER to proceed.

15. A text screen will appear notifying the student that they are about to take the test and the instructions for taking it. Press ENTER to proceed.

16. Another text screen will come up with additional instructions and a notification that they will be presented with practice questions. Press ENTER to proceed.

17. The question appears on the top of the screen with the choice of answer on the bottom.

18. Proceed with questions. Look for directions on bottom of screen if you're unsure of what to do.

19. A "stop" sign will appear. Press ENTER.

20. A text screen will appear. Press ENTER to proceed.

21. Follow instructions on screen. Press "C" to continue.

22. You can exit at any time by pressing the "ESC" key and following the directions on the screen or pressing the "ESC" key until you are back to a blank screen.

Investigating Plant Growth

1. Put disk in the drive.

2. Type **load** and press ENTER.

3. An introductory text screen will appear. Press ENTER when ready.

4. Choose the desired level

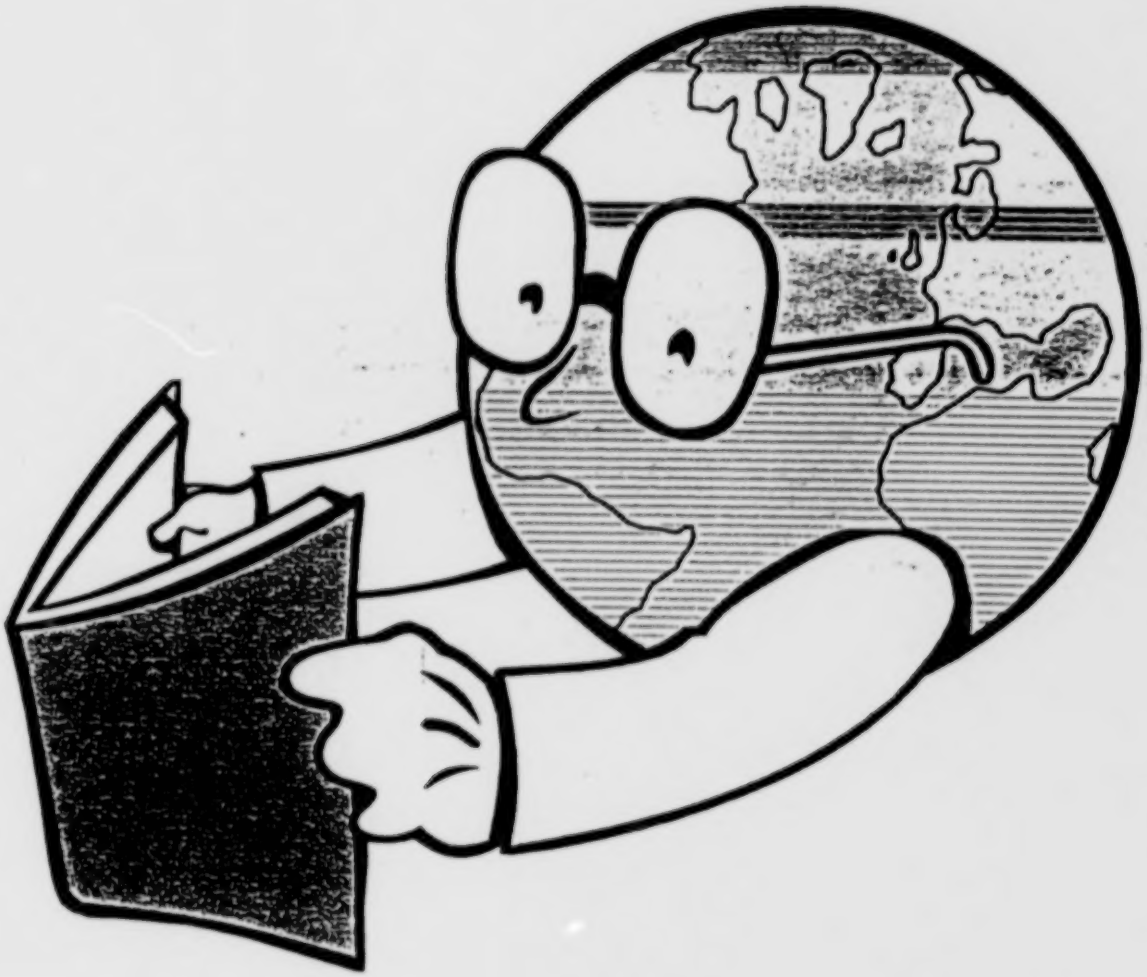
5. At the Main Menu, make a selection and press ENTER.

6. Directions for proceeding will always appear in lower right corner of screen.

7. Pressing "esc" will get you out of everything.

Climatrolls: A Weather Simulation - This program allows you to read weather maps, collect data and make forecasts.

1. Put disk in the drive.
2. type **load** and press ENTER.
3. At introductory screen, press ENTER to begin.
4. Choose if you do or do not want sound, press ENTER.
5. Make your decision at the Main Menu.
6. Press "esc" to exit.



RESOURCES

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource List

Books

1. Discover the World Wide Web, Sams.net Publishing
2. Dixon, Pam and Tiersten, Sylvia, Be Your Own Headhunter: Go Online to Get the Job You Want, Random House
3. Gonyea, James C., The On-Line Search Companion, McGraw Hill
4. Jandt, Fred and Nemnick, Mary, Using the Internet in Your Job Search, Jist Works
5. Levine, John, The Internet for Dummies, IDG Books Worldwide
   - Good reference giving an overview of the Net
6. Schmidt, Peggy, The 90 Minute Interview Prep Book, Peterson's
7. Schmidt, Peggy, The 90 Minute Resume, Peterson's

Magazines

1. Web Guide Magazine PC Novice Jan/Feb 1998
   - Directory of more than 2,500 of the bet web sites currently available
2. Guide to The Web 1998

Videos

1. Career Exploration: Using the Internet, The School Co.
2. Connect on the Net: Finding a Job on the Internet, Cambridge Educational
3. Enter Here Video Series
   - Resource library consisting of 100 video tapes that introduce entry level jobs. Actual workers talk about their jobs
4. Finding Your Future, Job Search Skills for the 21st Century, The School Co.
5. Why Should I Hire You? Jist

Read First

The Book

The 90-Minute Interview Prep Book provides you with the tools and information you need to put your very best foot forward in a job interview. It makes preparing for job interviews easy, with 8 timed instruction steps for conducting practice sessions with a friend or colleague – with or without videotaping or audiotaping them.

There are a number of things you need to do to get ready for job interviews, and the book will take you through each of them. For example, you'll find out how to research the companies you're interviewing with; ensure that you'll make a good impression through your appearance, attitude, and effective use of voice and body language; and come across at your best in a phone interview, via the Internet, and in e-mail exchanges. But the biggest part of getting ready is preparing what to say in your answers to the questions you'll be asked.

Working with someone who acts as a practice interviewer can make a big difference in how quickly and effectively you improve your interview performance. You'll get quick feedback on what you say and how you say it.

Your 90-Minute Interview Tool Kit Software

This companion disk is designed to assist you in working with your coach and in getting ready for job interviews. It contains the question lists, prompt sheets, checklists, evaluation sheets, and other tools you'll need to use the 90-minute process to help you maximize your performance.

Just click on the button associated with the document you are interested in. This action will open your word processing software (either Word for Windows or WordPerfect for Windows) and the document (shown in boldface and described below). You can then print it out as it is or edit it and print it out for use by you and/or your coach.

The 90-minute interview prep process, as detailed in the accompanying book, involves 8 main steps: 2 steps before your practice sessions and then 6 steps in your practice sessions with your coach. For most of these steps you will use tools that you'll find on this disk. Here's a quick overview:

Step 1. Complete your success stories prompts.
Having work-related experiences that you can easily retrieve from memory will help you answer even traditional interview questions in a more effective way. Use the **Success Stories Prompts** sheet to develop a collection of your best experiences.

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(See page 113 in the book.)

Step 2. Prepare your interview questions.
When preparing for an interview, it is important to be prepared for questions that may be asked concerning your resume. Choose 15 questions from the **Interview Questions** sheet for your coach to ask during your two practice interviews. Select 7 or 8 for the first session and 7 or 8 for the second session. You can print out the entire list of questions and then highlight those you choose, or you can delete those you're not going to use right at the computer and then print out your customized list. (For advice on selecting the questions, see the section "Step 2: Select Questions for the Practice Interview" in Chapter 12 of the book.)

Step 3. Rehearse your answers yourself.
Once you've chosen your 15 questions, practice answering the 5 of them that you think you'll most likely be asked. Answer them out loud. There are good reasons to voice the answers, not just think them through. Refer to **Guidelines for Your Practice Interview** for guidance. (See page 121 in the book.)

Step 4. Now it's time to bring in your coach.
Just what is your coach expected to do? Print out the **For You, the Coach** so that he or she will be prepared. (You will also find coach's guidelines for specific steps of the 90-minute process throughout Chapters 11 and 12 of the book.) Also, give your coach a copy of the first 7 or 8 questions you chose from the **Interview Questions** sheet for your first practice session. Once your coach is ready, begin the first part of your practice session by briefly explaining the type of position you're applying for. (See page 117 in the book.)

You will want to print out **Additional Practice Interview Questions** and use them as well as your own questions in your practice session, so that you're prepared for some other questions interviewers often ask in an interview.

Step 5. Start the interview questions.
If you are not audiotaping or videotaping your practice interview, you will want to give your coach an **Interview Evaluation (No Tape)** sheet for scoring the responses. Your coach will probably find it easier to enter scores one category at a time, after you're done answering each question, using the scoring ratings on the form and also in the book. (See page 126 in the book.)

If you are taping the session, then ask your coach to just fill out the **First Impression Checklist**. Instead of writing things down during the interview, he or she can just listen and observe you as you give your answers. When the interview is done, your coach can take a minute or two to mark up this checklist before you rewind the tape and play it back in order to do a more complete evaluation. (See page 130 in the book.)

Step 6. Playback and feedback.

If you did not tape your session, use this time to have your coach go over the **Interview Evaluation (No Tape)** sheet he or she filled out with you. (See page 126 in the book.)

If you videotaped your practice session, it's now time for you and your coach to view it together. Print out the **Videotape Interview Evaluation** sheet or the **Audiotape Interview Evaluation** sheet and fill it out together, using the score ratings on the sheet. (See page 132 in the book.)

Step 7. Take two.
Give your coach the second set of 7 or 8 questions on the **Interview Questions** sheet and begin the second practice interview. Also give him or her the **Take Two Evaluation** to fill out. (see page 140–"Step 7: Take Two" in Chapter 12 of the book.)

Step 8. Final playback and feedback.
If you taped the second session, review it together as you did in Step 6. Your coach should refer to the **Take Two Evaluation** as you do, to see whether the ratings he or she made during the second session still hold. Print out a blank copy of this same **Take Two Evaluation** for yourself and evaluate what you see or hear on the tape for yourself.

If you haven't taped the session, then discuss with your coach the **Take Two Evaluation** he or she filled out.

Then use the **Reminder List** to note things you need to do (or not do!) during the interview. Post it near your phone if you're trying to change speech patterns; tack it on your mirror as you get ready for your interview or take it along and review it before your interview. (See page 143 in the book.)

Before the actual job interview...
It's in your best interest to find out as much about an employer as you can before an interview. You may want to print out **Key Questions to Get Inside Information** so you know what questions to ask employees and ex-employees of the company before you have your interview.

You may also want to print out **Key Questions <u>You</u> Should Ask** and take it with you to your interview so that you remember to ask these important questions if the answers don't come up during your interview. (For more about what you should ask at interviews, see page 55 in the book.)

After the actual job interview...
Use the **Interview Organizer** to keep accurate track of important aspects of your interview and follow-up actions. It's a good idea to fill this out as soon after the interview as you can so you don't forget anything.

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During the interview you can get a sense of what type of person your prospective employer is really like by evaluating his or her behavior. Make mental notes and when the interview is over fill in the **Rate the Employer** checklist to rate your prospective boss on these points. (See page 149 in the book.)

If you're having a difficult time making a decision about the offer, you may benefit from using the **Rate the Offer** checklist, which asks you to assign values to different aspects of the job. Using a scale of 5 (best) to 1 (worst), select a numerical value for each of these factors. (See page 153 in the book.)

How To Use This Software

To assist you in using this program, the How To Use This Software provides information on the **General Overview, Printing,** and **Troubleshooting.**

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Read First

The Book

The New 90-Minute Resume makes creating -- or revising and updating -- your resume quick and easy. The idea behind the book is simple: If you ask someone to act as a coach, to ask you questions about your experience, help you come up with clear, concise language to describe it, or if you're an experienced employee, help you critique the pluses and minuses of your current resume, you can create a strong, focused resume -- a convincing self-marketing tool that will help you land interviews.

If you were to write or revise your resume on your own, chances are good that you would spend hours, maybe days, tinkering with it. The beauty of the 90-minute process is that by following the clearly defined steps and using another person as your coach, you can produce an even better product in a much shorter time.

Your 90-Minute Resume Tool Kit and Job Search Manager Software

Resume writing has never been so fast, simple, and effective. This companion disk is designed to assist you in working with your coach and in writing or revising your resume. It contains all the fact sheets, checklists, resume templates, and other tools you'll need to follow the 90-minute process to help you create your finished resume. Just click on the button associated with the document you are interested in. This action will open your word processing software (either Word for Windows or WordPerfect for Windows) and the document (shown in boldface and described below). You can then print it out as it is or edit it and print it out for use by you and/or your coach. You can use any of the resume templates for writing your own resume and the **Job Search Organizer** to record key facts, note follow up, and track results of resumes sent.

The 90-minute process, as detailed in the book, involves a number of steps, and, for most of these steps, you will use tools that you'll find on this disk. The fact sheets, checklists, and resume templates have been provided on disk to speed the entire resume development process. Creating and storing these as word processing documents permits you to easily revise them as you work with your coach to expand and refine your resume, conveniently cutting and pasting parts of documents, or finding new ways to express your strengths, experience, and objectives in this very important first impression document. Of course, as you finalize forms, you may wish to print them for discussion purposes. Use the **Job Search Manager** to create a tracking notebook, right on your PC, printing copies of those pages you need to take with you as you schedule interviews.

1. Select a good coach.
You'll want to choose someone who is familiar with your field and who has at least as much, if not more, experience than do you. The coach should be a good conversationalist with reasonably good writing skills and the ability to select the right words to convey your strengths on paper. (For more hints on selecting the right coach, see the section "Selecting the Right Coach" in Chapter 1 of the book.) Once you find this person, print out the **Crash Course for Coaches**. Your coach should read it before you begin the interviews.

2. Fill out your fact sheets.
Before you actually sit down with your coach, take a little time to fill out some fact sheets. These will help your coach phrase questions and move through the interview more quickly. There are five fact sheets that you can print out and write on by hand, or key in your answers at the computer and then print out for discussion with your coach. (For more guidance on completing this fact sheet, see the section "First, Your Fact Sheet" in Chapter 2 of the book.)

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Work Experience Fact Sheet - For each job you've held, starting with the most recent, provide the information that each prompt asks for. Refer to your current resume, if you have one. In addition to full-time positions, include information on your internships, summer jobs (if you're a student or recent graduate), and part-time and unpaid job experiences.

Skills Fact Sheet - It's a good idea to complete this skills fact sheet whether you're revising your resume or creating your first one. The more clearly you showcase your skills on your resume, the easier it will be for prospective employers to determine how well your strengths match the needs of the job.

Education Fact Sheet - Use this handy form to compile your education background.

Activities Fact Sheet - An activities section is optional on a resume, but it can boost your ratings as a candidate, particularly if you played important roles in campus or community organizations. Use this handy form to compile your experiences.

Interests Fact Sheet - An interests section is also optional on your resume. But unless you're a couch potato, it's a good idea to include it. Employers who plan to interview you often appreciate knowing about your interests and involvements outside of work because they provide insight into the kind of person you are. Interviewers often start off with questions from this section. If you and a prospective boss share similar interests, it can help you clinch the job. For now it's fine to jot down a short list of activities you enjoy doing in your free time on your interests fact sheet. You can decide which ones to keep on your final resume later on.

3. Develop your job target.

Now that you've filled out your fact sheets, your next task is to write down your job target, or job objective–the position you'd like to be hired for. Whether or not you intend to use a job objective on your resume, you should write one down for you and your interviewer to use as a basis for making decisions about which skills and experiences to emphasize. Use the **Job Target/Job Tasks Worksheet** to do this. (For more guidance on developing your job target, see the first few pages of Chapter 3 in the book.)

Not sure what type of job you want? Research your options by reading about career fields and jobs, talking with people who work in the fields that interest you most and/or getting advice from a career counselor. If you still can't choose, then rate your options with the help of this form: **Rate Prospective Job Options Worksheet**.

4. Critique your current resume – if you're a resume reviser.

If you're revising your resume, rather than creating a new one, your next task is to review your current resume with your coach, using the **Work Experience Evaluation Checklist**. The questions here form the basis for discussions with your coach about your work experiences on your resume. Make sure that each of you has a copy of your current resume to refer to. You may take turns expressing viewpoints or you can complete written answers to these questions separately, and then compare notes. (For more guidance on using this checklist, see the section "Critique Your Current Resume" in Chapter 3 of the book.)

5. Conduct the interview sessions with your coach to create or expand information for your resume.

Give your coach a set of all your fact sheets and proceed with each interview, as detailed in Chapter 4 of the book. Your coach can write changes right on the printed-out copies of your fact sheets–or he or she can open them up on the computer and key in changes as the interview proceeds.

6. Determine your transferable skills–if you're a career changer.

If you're making a career change, you'll want to convince potential employers that you have the skills

and work experience that they need. You and your coach need to look at your current resume and your fact sheets and decide which of your job responsibilities and accomplishments show that you're qualified for the new career you plan to pursue. Use the **Transferable Skills Work Sheets** to compile your transferable skills. (For more guidance on filling out these work sheets see the section "For Career Changers Only: The Matching Game" in Chapter 3 of the book.)

7. Translate your notes into resume language.
Using your revised fact sheets and your revised current resume (if you have one), follow the steps in Chapter 5 of the book to condense your interview notes into resume language, either by hand or on your computer in a new file you create now.

8. Create a working draft of your resume.
Choose one of the three resume formats on this disk and use it as the template for your own resume, writing in your resume notes from step 7. Refer to Chapter 7 of the book for detailed guidance. Your three resume choices are:

Chronological Resume - This type of resume is the most widely used. It details your career in a chronological fashion while placing the emphasis on the progress of your career.

Functional Resume - Although not as widely used as the chronological resume, the functional resume is appropriate if you have held a lot of jobs, maybe in the same job area, where you want to emphasize the skills that you have obtained. Another reason for choosing this type of resume is if you are changing careers.

Chronological/Functional Resume - This type of resume is a combination of the chronological and functional resume.

9. Polish and perfect your resume.
To make sure that your resume copy is in its best final form, you and your coach should go down the **Resume Copy Check List** together, looking for omissions, repetitions, misspellings, and typographical errors. Put a check mark next to each item that should be deleted or that requires further work. (For more guidance on getting the information for your resume in final form, see the section "Perfect Your Copy" in Chapter 9 of the book.)

Even if you've used one of the templates on this disk to design your resume, you should still read Chapter 10: Design Your Resume, to be sure that it's a visual success. And if you plan to e-mail your resume to an employer or think that it may be electronically scanned by a company to which you send it, then you'll want to read Chapter 11: Put Your Resume to Work.

10. Manage Your Job Search.
Once you start sending resumes to potential employers you'll want to use the **Job Search Manager** to record and track the progress. You can record the pertinent data (company name, address, etc.) plus enter information in the Action/Status field. This might include the date the resume was sent, follow-up phone calls made, or dates for scheduled interviews with contact names.

How To Use This Software

To assist you in using this program, How To Use This Software provides information on the **General Overview**, **Printing**, and **Troubleshooting**.

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TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
COMPUTER PROGRAMS

PERSONAL DEVELOPMENT

Cambridge Educational

GOALS, SELF-ESTEEM, DECISION MAKING

Goals- 6 short videos with a quiz after each

Certificate is printed on completion.

Self-esteem- Ten questions
Student makes lists
Reasons why to work on improving self-esteem
Select 7 people that affect way you feel about yourself

6 video quizzes
You Be the Judge - States problem

Decision Making - Ten questions
Make lists- 6 reasons to follow decision making process, 7 outside influences that can affect your decisions

6 video quizzes
Decision Making Process-3 morals

Post Test-Certificate

THIS CERTIFIES THAT

MARY SMITH

HAS COMPLETED THE LESSON IN

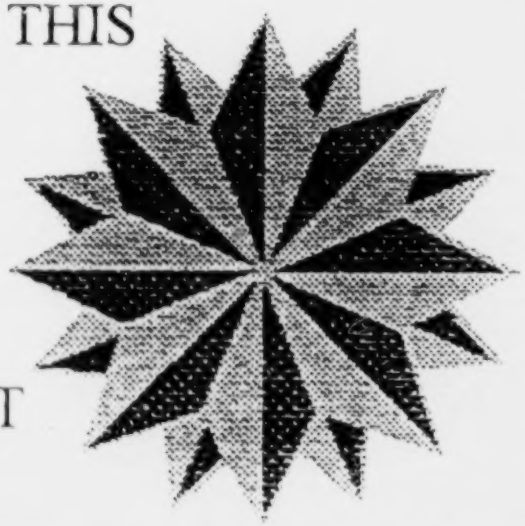
Self-Esteem

WITH A SCORE OF TEN OUT OF TEN

AND IS AWARDED THIS

CERTIFICATE OF

ACCOMPLISHMENT



TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
Computer Programs

SOCIAL SKILLS ON THE JOB

American Guidance Service

The student is asked to select: a worker for each lesson, the lesson number from the Main Menu, answers that are appropriate at work.

There are 14 lessons, each focusing on a different social skill. There is also a review test. The lessons are designed for independent student use. All lessons follow the same format.

1. Wearing Appropriate Clothes
2. Using Good Personal Hygiene
3. Calling in When Sick
4. Getting to Work on Time
5. Using Appropriate Breaktime Behavior
6. Doing One's Share of the Work
7. Maintaining th Work Schedule
8. Admitting Mistakes
9. Responding to Introductions
10. Knowing When to Ask for Help
11. Knowing Who to Ask for Help
12. Dealing With Heckling From a Coworker
13. Dealing With Criticism From an Employer
14. Greeting Authority Figures

The basic premise of this program is that by showing students simulated social skill behavior problems and providing opportunities for them to observe, discuss, and practice social skills, they will more likely use appropriate behavior when similar situations occur on the job.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
Computer Programs

VOCABULARY CONNECTIONS

Steck-Vaughn

Level H

5 units- 20 lessons with 10 words in each lesson

Study definitions
Use definitions
Use context
Find correct spelling
Unscramble letters
Spell words
Complete sentences
Alphabetize words

Easy to use to enhance vocabulary.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
Computer Programs

STUDY SKILLS

Cambridge Educational

Learning Styles
Organization
Tips and Techniques
Big Summary
4 A's
Test Styles

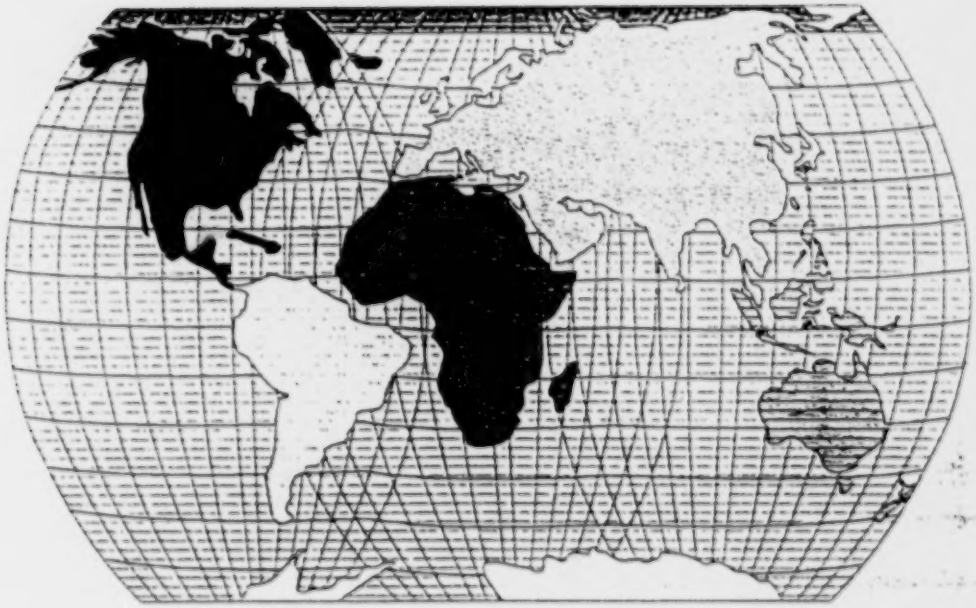
User is given option of exploring specific skill in which need improvement or completing full program on how to improve study habits.

Fast paced video clips, colorful screens, powerful interaction.

Learning Style- visual, auditory, tactile
Prime Time- when you work best
Organization- assignment calendar, notetaking,, outlining

Test Taking Tips- Subjective and essay

Classroom Applications: Excellent for individual use



USING THE INTERNET

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GLOSSARY

BPS—bits per second. A measurement of data transmission speed. Some of today's fastest modems on the market transfer over phone lines at 56,000bps, which is the same as 56 kilobits per second.

browser—An application that lets users download World Wide Web pages and view them on their computers. These programs, such as *Netscape Navigator* and *Microsoft Internet Explorer*, let users navigate among Web pages by clicking links.

byte—Equal to either 7 or 8 bits, depending on whether it requires an extra bit called a parity bit for error correction. A byte stores a single character of data such as the letter A.

chat—Live communication over the Internet or an online service. As one person enters text, it appears on the other person's screen in near "real time," or almost instantly. Chat rooms are available on online services or through the Internet Relay Chat service.

decompression—The process of restoring compressed data to its original form. This task must be accomplished with a program such as *PKUNZIP* or *WinZip* that recognizes the format of the compressed file.

download—To retrieve an application or file from another computer through a network connection or modem.

E-mail—Text messages sent through a network to a specified individual or group. E-mail messages can carry attached files so that you can send word processing files or graphics, for example.

FAQs—frequently asked questions. A list of questions and their answers, found most often on the Internet, that address a particular topic.

flame—An argumentative newsgroup posting or E-mail message in response to another posting or message. Flames range from satirical witticisms and sarcasm to vicious name-calling.

hard drive—A computer's main storage device. A hard drive can store more data and retrieve more than a diskette. Most hard drives, which can hold from 2MB to several gigabytes of information, are permanently stored in a drive bay inside the computer.

home page—The name for the main page in a Web site where users can find hyperlinks to other pages in the site.

HTML—Hypertext Markup Language. A language used to create electronic documents, especially pages on the World Wide Web, that contain connections called hyperlinks.

hyperlink—An icon, graphic, or word in a file that, when clicked with the mouse, automatically opens another file for viewing. World Wide Web pages often include hyperlinks that display related Web pages when selected by the user.

Internet—A global network linking millions of computers. The World Wide Web, a system of graphical files, and E-mail are the most popular applications on the Internet.

ISP—Internet service provider. An organization that lets users dial into its computers to connect to its Internet link for a fee. You can get an account with a local ISP that has a local-access phone number in your area or with a national ISP that has local-access numbers around the country. ISPs are unlike commercial online services in that they typically do not provide any content, just access to the Internet.

Java—A programming language designed by Sun Microsystems to write programs that can be downloaded from the Internet to any computer with a Java interpreter and immediately run. Using small Java applications (called applets), World Wide Web pages can include functions such as animation and calculators.

KB—kilobyte. Equal to 1,024 bytes, or space enough to store 1,000 characters of information.

Kbps—kilobits per second. A unit of measurement for the speed of data transmission; 1Kbps is 1,024bps.

MB—megabyte. A common measurement of computer storage (hard drives, memory, etc.) equaling approximately 1 million bytes. Also called a meg.

modem—Acronym for modulator/demodulator. The device that lets a computer transmit and receive information over telephone lines by converting digital data from computers into analog data that can be transmitted over phone lines. The opposite process takes place on the receiving end. Modems are the primary way most computer users connect to outside networks such as the Internet.

network—A set of conjoined computers that can share storage devices, peripherals, and applications. Networks may be connected by cables, telephone lines, or satellites. Networks can be part of a small-office system or a global web of other networks.

online—A state in which a computer is interacting with an online service or the Internet. For example, users go online to check their E-mail.

online service—A commercial service that provides access to such online features as electronic mail, news services, and the World Wide Web for a monthly fee. Examples of online services include America Online and CompuServe.

URL—universal resource locator. A standardized naming, or addressing, system for documents and media accessible over the Internet. URLs look like this: http://www.smartcomputing.com.

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Name

Now You See It

Watch the video, then answer the following questions by filling in the blanks with the correct word or words from the column on the right.

	Questions	Answers
1.	The _____ is revolutionizing how we live, work, and communicate as we move into the 21st Century.	☑ links
2.	The Internet is a _____ of computers linked together all around the world.	☑ hiring
3.	What we call the Internet today was actually started in the 1960's by the _____ Department.	☑ telephone
4.	You'll find all kinds of information on the Internet including how to format your resume, prepare for an interview, set up an informational interview, and find out who is _____.	☑ computer
5.	The Internet _____ you to a wide range of resources including job banks, schools, universities, industry groups, and employers all over the world.	☑ modem
6.	To get "on-line" you need some basic pieces of equipment such as a computer, a _____, a telephone line, and communications software.	☑ network
7.	The _____ is the brains of your system.	☑ Defense
8.	A modem is a device that connects your computer to a computer network through a _____ line.	☑ service
9.	The _____ of your modem and the modem at the other end of the line will determine how quickly your information is transmitted.	☑ Internet
10.	Besides hardware and software, you will also need an on-line _____ to get you Internet access.	☑ speed

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11. The World Wide Web is an Internet _____ system that makes it easy to establish links between computers.

12. Most public _____ have Internet access terminals.

13. Whether you're just starting out, or trying to make a career change, you can find a wealth of _____ to help your career search on the Internet.

14. To find information on the Net, you need to use a search _____.

15. _____ programs are built into most commercial on-line services or can be found through your local Internet access provider.

16. To use a search engine, type in a _____ word or words and the computer will give you a list of Internet locations associated with that word.

17. If you're unsure about how to use the Internet, ask your _____ or career counselor to help.

18. One great way to get access to career materials and reference books is through on-line _____.

19. If you can't find what you are looking for on the Internet, don't forget the _____ resources like the librarian or career counselor.

20. Sometimes schools and universities will have their _____ on-line.

21. A _____ is usually the first screen you see when you access a school, company, or other organization.

22. The goal of a home page is to _____ you to the organization by providing a brief outline of what you can access.

☑ search

☑ information

☑ key

☑ organizing

☑ libraries

☑ catalogs

☑ people

☑ home page

☑ libraries

☑ librarian

☑ introduce

☑ engine

23. Another great way to get career information is to access _____ organizations.

24. Many sites will include a _____ to connect you to other sites or e-mail accounts.

25. Job _____ on the Internet can be very effective because it's updated frequently.

26. In addition to businesses, the Internet can put you in touch with large _____ listing job openings.

27. Because the Internet spans the globe, you can look for jobs locally, nationally, or _____.

28. _____ are another way to get job information and make contacts on the Internet.

29. Many chat groups circulate documents called _____ (an acronym for Frequently Asked Questions).

30. Remember that your career resources can also be used as _____ resources.

31. If you are using the Internet for job hunting, you may have to electronically send your _____.

32. Chances are that your resume will be scanned so you will want to include _____ words relating to the position.

33. Put the most impressive information at the _____ to increase your chances of catching the employer's attention.

34. When you find a position of interest, apply _____.

35. On-line _____ are another new phenomenon rising out of this electronic medium.

36. Once you get on the Internet and start your on-line search, you'll see that the possibilities are _____.

☑ chat rooms

☑ professional

☑ FAQs

☑ internationally

☑ hot link

☑ hunting

☑ promptly

☑ top

☑ key

☑ endless

☑ resume

☑ job

☑ interviews

☑ databases

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Name

What Do All These Terms Mean?

New technology always means new terms. In this activity, you need to match the description in the right column with the term in the left column. Write the letter of the definition on the line at the left.

____ 1.	Chat Rooms	A.	A network of computers linked together all around the world.
____ 2.	Computer	B.	The brains of your system.
____ 3.	FAQs	C.	A device that connects your computer to a computer network through a telephone line.
____ 4.	Home Page	D.	An Internet organizing system that makes it easy to establish links between computers.
____ 5.	Hot Link	E.	A program that will find information once you have typed in a key word or words.
____ 6.	Internet	F.	Usually the first screen you see when you access an Internet site.
____ 7.	Modem	G.	A highlighted or underlined word that will connect you with further information.
____ 8.	On-line Service	H.	A place to talk with other people in "real time."
____ 9.	Search Engine	I.	Frequently Asked Questions
____ 10.	World Wide Web	J.	A provider which gives you Internet access.

Name

Let's Take A Trip

It's time to use your Internet skills to do a little research. Use your Internet, Career Center, and library resources to answer the following questions.

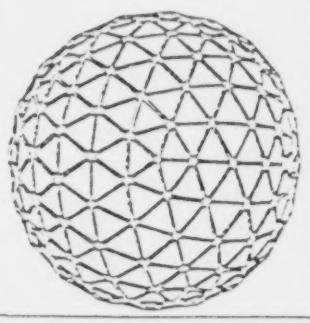
1. List the names and phone numbers of at least 2 local on-line service providers.

2. List at least 2 search engines.

3. List the key words for at least two careers you would like to research.

4. Using the Internet, try your key words. How many matches did you find?

5. List two schools you would like to research.



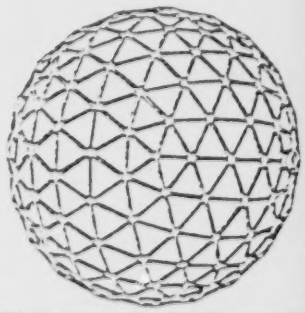
6. What new information did you find on the Internet about these schools? List their Internet addresses.

7. List a job you found looking in a government job listing database. What key word did you use to find the listing?

8. Use the Internet to find a home page for a professional organization. What key word did you use? What did you learn about the organization. List the organization's Internet address.

9. List 2 local organizations you might like to work for. Did you find a home page for either of these businesses? What did you learn about the businesses? List their Internet addresses.

10. Assume you want to electronically send your resume to a prospective employer. What key words would you list near the top of your resume?



Name

What's In The Net?

The Net is full of information that can be valuable to you. The trick is knowing how to find and access what you need. In this exercise, you need to fill in the letters to complete the words that contain the word "net."

1. You put them on the refrigerator. ___ ___ ___ n e t ___
2. You wear it on your head. ___ ___ ___ n e t
3. A color of hair. ___ ___ ___ n e t
4. You'll find them in the kitchen. ___ ___ ___ ___ n e t ___
5. A reed instrument. ___ ___ ___ ___ ___ n e t
6. It's hereditary. ___ ___ n e t ___ ___
7. A stinging insect. ___ ___ ___ n e t
8. The number before twenty. ___ ___ n e t ___ ___ ___
9. A type of piano. ___ ___ ___ n e t
10. A 14 line poem. ___ ___ ___ n e t
11. Earth and Mars are these. ___ ___ ___ n e t ___
12. Having no morals. ___ n e t ___ ___ ___ ___ ___
13. A small crib for babies. ___ ___ ___ ___ ___ n e t
14. Countries in Europe. N e t ___ ___ ___ ___ ___ ___ ___ ___
15. A person who will predict the future. ___ ___ ___ ___ ___ n e t ___ ___ ___ ___ ___

Answer Key

Now You See It

1. Internet
2. network
3. Defense
4. hiring
5. links
6. modem
7. computer
8. telephone
9. speed
10. service
11. organizing
12. libraries
13. information
14. engine
15. search
16. key
17. librarian
18. libraries
19. people
20. catalogs
21. home page
22. introduce
23. professional
24. hot link
25. hunting
26. databases
27. internationally
28. chat rooms
29. FAQs
30. job
31. resume
32. key
33. top
34. promptly
35. interviews
36. endless

What Do All These Terms Mean?

1. H
2. B
3. I
4. F
5. G
6. A
7. C
8. J
9. E
10. D

Where Will This End?

Answers will vary.

Let's Take A Trip

Answers will vary.

What's In The Net?

1. magnets
2. bonnet
3. brunet
4. cabinets
5. clarinet
6. genetic
7. hornet
8. nineteen
9. spinet
10. sonnet
11. planets
12. unethical
13. bassinet
14. Netherlands
15. fortuneteller

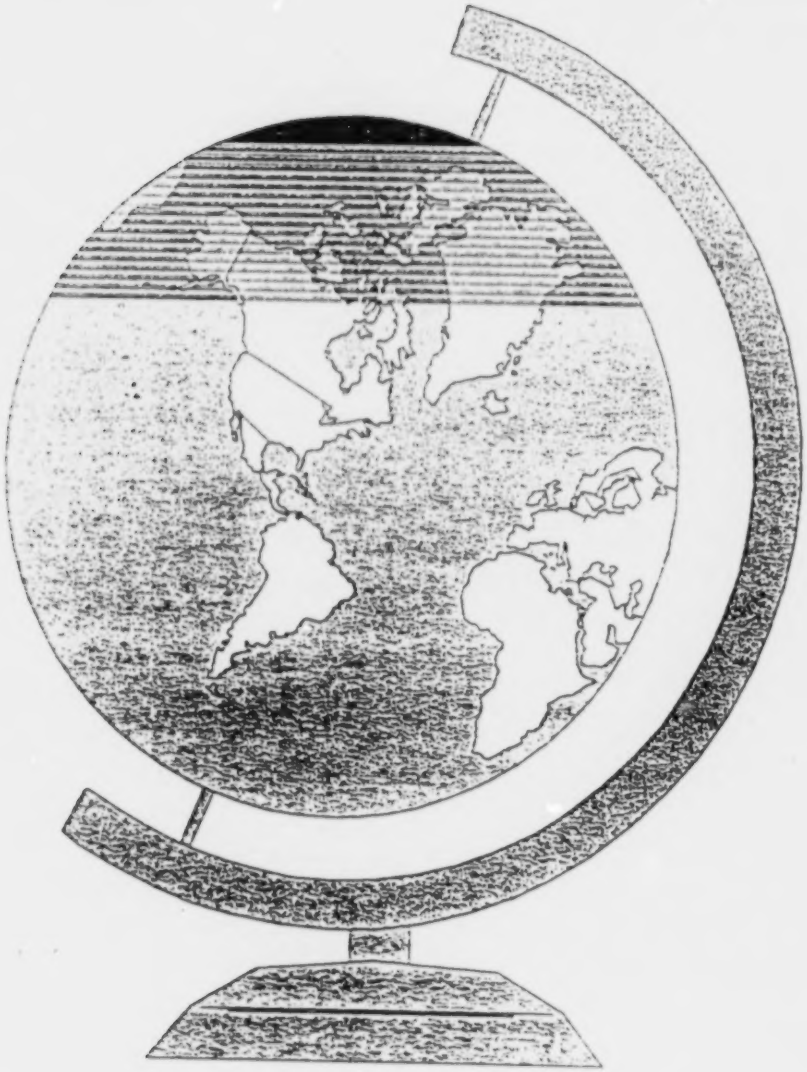
Steps To Success

Resume Tips
Include key words
Key information at the top
Correct spelling
Correct grammar

On-Line Components
Computer
Modem
Communications software
Telephone line
On-line service

Career Resources
Government resources
On-line libraries
Colleges & universities
Professional organizations
Periodicals

Job Hunting Resources
Company home pages
Professional organizations
Job databases
Chat rooms
Career resources



WEBSITES

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TECHNOLOGY IN ADULT SCHOOL TO WORK

Curriculum Resource Guide

INTERNET DIRECTIONS

Go to start
Click on programs
Go to either Internet Explorer or
Netscape
Type in password, adulted
Go to Home
Type in address or subject for search

Tip: To save favorite websites, click on bookmark or favorite. This provides prompt access to sites most used.

One favorite bookmark which was used often was Pittsburgh weather site (www.wunderground.com).

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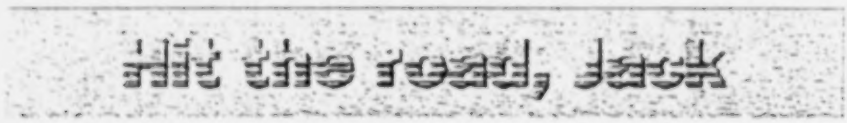
The Weather Underground

Conditions and Forecast for Pittsburgh, Pennsylvania



Metric | English | Both

Updated: **08:50 AM EDT on May 26, 1998** Observed at **Pittsburgh, Pennsylvania**	
Temperature	59° F
Humidity	82%
Dewpoint	54° F
Wind	NNW at 6 mph
Pressure	30 in
Conditions	Haze
Visibility	4 miles
Sunrise	5:52 AM (EDT)
Sunset	8:39 PM (EDT)
Moon Rise	6:55 AM (EDT)
Moon Set	9:36 PM (EDT)
Moon Phase	

Add this sticker to your homepage!

Pittsburgh, PA
59° F
Haze
at 8:50 AM
(Click for forecast)

Forecast as of 3:47 am EDT on May 26, 1998

Today
Patchy morning fog otherwise partly sunny. High near 75. Wind northwest 10 to 15 mph.

Tonight
Mostly clear. Low in the lower 50s. Wind light.

Wednesday
Mostly sunny. High in the upper 70s.

State Extended Forecast

Thursday
Partly cloudy. Low 45 to 55. High in the 70s to lower 80s.

Friday
A chance of showers and thunderstorms. Low in the 50s. High 75 to 85.

Saturday
Partly cloudy. Low in the upper 40s to mid 50s. High 70 to 80.

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TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.hudmark.com/schoolnet

Classroom Applications: Teacher Resource

How is your school using internet to improve quality of education?

Discussion Forum Area

Global School Network Articles

Uses of telecommunication in class

History, accomplishments,and projects

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: Eisenhower National Clearinghouse
www.enc. org

NJN Teacher Resource Center is starting point for educators looking for classroom resources and ways of integrating technology into class.

Math, Science Center, Language, Social Studies, Free Resources, Penpals, Classroom Projects, Electronic Field Trips

National Forum on Adult Literacy

Includes pictures and write-ups of GED graduates from each state.

Classroom Applications:

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.cape cod.net/schrock guide/

Kathy Schrock's Guide for Educators

Education Projects and Internet Integration

Cyberbee-Ways to integrate Internet into class.

Cybercity-Using Internet

Answers to frequently asked questions

Glossary Terms

Classroom Applications: Excellent resource guide

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www. acenet. edu/Programs/CALEC/GED/home.html

Information on many topics K-12.

Assessment topics

GED-Annual statistical report-1997

Classroom Applications:

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.global village.com/gc web/tour html

A Day on Internet
1. Tour Starts
2. Check stockmarket
3. Latest news reports
4. Research a vendor
5. Research accounting software
6. Hire a new graphic designer
7. Find a government document
8. Send flowers

Tour sites, finding resources, about Internet, software through Internet

Classroom Applications: Good introduction to Internet for beginner

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www. educast. com

Classroom Applications: Sources for Hottest Educational Web Sites

1. Technology and Learning
   Search engines, online projects, museums, schools, and libraries on web
2. U.S. Dept. of Education
3. The Well Connected Educator
   Web sites recommended by teachers
4. Internet Society for Technology in Education

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.cas/psu.edu/docs/pde

Classroom Applications: Teaching students to use the Internet.

Link 2 Learn

Browsing and searching the World Wide Web

Objectives
Navigating on web
Bookmarks
Copying, saving, and printing
Educatiional use of WWW

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.exploratorium.edu.

Go to edu.more resources
Go to No.6, Miami Museum
Go to Internet Island

Resource Summary: Novice users learn and practice navigation skills.

Experience how Internet can be used to promote inquiry based learning.

Classroom Applications: Excellent for individual students learning to use the Internet.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www. Career Tech.com

Job Information
Cool Careers
Hot Industries

Is high tech labor crunch for real?

Turning tables on the interviewer

Classroom Applications: Good for person desiring technical career.

Good tips for an interview

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www careermag com/

Feature article: "Turn Your Resume Into A Weapon"

Be Your Own Boss, Job Fairs, Recruiter Directory, Products and Services, Career Links

Classroom Applications: Wealth of information on resume writing, interviewing, and workplace issues.

Students read articles on an individual basis.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www. AJB.DNI.US

Access PA Job Center

Employment opportunities and information

Search nationally by state

Classroom Applications: Individual use to seek employment

Gain knowledge of job opportunities

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: //rampages.onramp.net/~studyhal/

Classroom Applications: SAT Preparation

Study Hall-Dallas, Texas

Basic components of test

Review verbal and math skills

Students then take real SAT tests

Memory Program

Speed Read Program

Links to college and educational sites

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: //pathfinder.com

Time-Warner: More than 150,000 web pages from news, information, and entertainment sources.

Periodicals: Time, Money, Sports Illustrated, People, Fortune

Classroom Applications: Use for reading enhancement.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.USA today.com

Classroom Applications: Students read current news, weather, movie reviews, health, and science articles.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: // passport.ivv.nasa.gov/

Classroom Applications: Electronic field trips to scientific frontiers.

NASA Passport to Knowledge

Encourages students to interact with real scientists at real locations.

Live from: Antarctica
Stratosphere
Hubble Space Telescope
Mars
Rainforest

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.spiro.com/~dale/3 english.html

Classroom Applications: Use for grammar, reading, and writing

Pigeon Hill University
Internet Writing Journal
Guidelines to online publications and writing
Human Languages Page, English
List of English links
Online English Grammar
Capitalization
Punctuation
Resources for Writers
Think: Opinions, Ideas, and Commentary
Hundreds of hyperlinks to editorial pages for newspapers

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.kaplan.com/view/zine

Classroom Applications: College admissions and test information.

College Search
PSAT, SAT I, SAT II, ACT
Admissions
Financial Aid

Top 100 SAT words
Fun with flash cards
Test yourself with a word, then click word for flip side and definition

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: Discovery Channel Online

Classroom Applications: Students read current science material.

Shark Realities

Montserrat: Dispatches From the Land of Lava

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.schnet.edu.au/Docs/Home/Edu/Edufun.html

Classroom Applications: Interactive WWW trips

Virtual Antarctic

Earth Science Lessons

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: www.dsu.edu/projects/word_of_day/

Cool Word of Day

Webster Dictionary

Classroom Applications: Use for looking up definitions.

Enhance vocabulary.

TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: Spinner@the yarn com

The Yarn is a story, but an unusual one. At the end of every chapter, the reader chooses what will happen next by clicking on one of two choices. These choices sometimes lead to other chapters. Other times, a choice leads to a "dead end." At the dead ends, the reader is asked to write a chapter.

Classroom Applications: The directions are clear. This would be good to enhance writing skills and creativity. A printout of examples is in resource folder.

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TECHNOLOGY IN ADULT SCHOOL TO WORK
Curriculum Resource Guide
INTERNET WEBSITES

Website Address: //Webster.commnet.edu/hp/pages/darl' g/grammar.htm

Classroom Applications: Student use for writing skills.

Online Resources for Writing, Guide to Grammar and Writing, Sentence Level
Sentence parts, clauses, phrases, sentence fragments, rules for comma usage, punctuation marks, articles and determiners, plurals and possessives, pronouns, subject and verb agreement,capitalization, abbreviations, writing concise sentences, spelling rules
Paragraph Level
Several areas for paragraph development, such as essay.
Building better vocabulary, guide to writing research papers.
Quizzes on punctuation-51 Easy to use

Some Rules for Comma Usage

When to Use Commas

1. Use a comma **to separate the elements in a series** (three or more things), including the last two. "He hit the ball, dropped the bat, and ran to first base." You may have learned that the comma before the "and" is unnecessary, which is fine if you're in control of things. However, there are situations when, if you don't use this comma (especially when the list is complex or lengthy), these last two items in the list will try to glom together (like macaroni and cheese). Using a comma between *all the items in a series, including the last two* avoids this problem.

2. **Use a comma + a little conjunction** (and, but, for, nor, yet, or, so) **to connect two independent clauses**, as in "He hit the ball well, **but** he ran toward third base."

   Contending that the coordinating conjunction is adequate separation, some writers will leave out the comma in a sentence with short, balanced independent clauses (such as we see in the example just given). If there is ever any doubt, however, use the comma, as it is always correct in this situation.

   One of the most frequent errors in comma usage is the placement of a comma *after* a coordinating conjunction. We cannot say that the comma will always come before the conjunction and never after, but it would be a rare event, indeed, that we need to follow a coordinating conjunction with a comma. When speaking, we do sometimes pause after the little conjunction, but there is seldom a good reason to put a comma there.

3. Use a comma **to set off introductory elements**, as in "*Running toward third base*, he suddenly realized how stupid he looked."

   It is permissible to omit the comma after a brief introductory element if the omission does not result in confusion or hesitancy in reading. If there is ever any doubt, use the comma, as it is always correct.

4. Use a comma **to set off parenthetical elements**, as in "The Founders Bridge, *which spans the Connecticut River*, is falling down." By "parenthetical element," we mean a part of a sentence which can be removed without changing the essential meaning of that sentence. The parenthetical element is sometimes called "added information." This is the most difficult rule in punctuation because it is sometimes unclear what is "added" or "parenthetical" and what is essential to the meaning of a sentence.

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When both a city's name and that city's state or country's name is mentioned together, the state or country's name is treated as a parenthetical element.

- We visited Hartford, Connecticut, last summer.
- Paris, France, is sometimes called "The City of Lights."

When the state becomes a possessive form, this rule is no longer followed:

- Hartford, Connecticut's investment in the insurance industry is well known.

Also, when the state or country's name becomes part of a compound structure, the second comma is dropped:

- Heublein, a Hartford, Connecticut-based company, is moving to another state.

An **absolute phrase** is always treated as a parenthetical element, as is an **interjection**. An **addressed person's name** is also always parenthetical. (Be sure the name is that of someone actually being spoken to.)

- Their years of training now forgotten, the soldiers broke ranks.
- Yes, it is always a matter, of course, of preparation and attitude.
- I'm telling you, Juanita, I couldn't be more surprised. (I told Juanita I couldn't be more surprised. [no commas])

5. Use a comma **to separate coordinate adjectives**. You could think of this as "That tall, distinguished, good looking fellow" rule (as opposed to "the little old lady") If you can put an *and* or a *but* between the adjectives, a comma will probably belong there. For instance, you could say, "He is a tall and distinguished fellow" or "I live in a very old and run-down house." So you would write, "He is a tall, distinguished man" and "I live in a very old, run-down house." But you would probably not say, "She is a little and old lady," or "I live in a little and purple house," so commas would not appear between *little* and *old* or between *little* and *purple*.

6. Use a comma **to set off quoted elements**. Because we don't use quoted material all the time, even when writing, this is probably the most difficult rule to remember in comma usage. It is a good idea to find a page from an article that uses several quotations, photocopy that page, and keep it in front of you as a model when you're writing. Generally, use a comma to separate quoted material from the rest of the sentence that explains or introduces the quotation:

> Summing up this argument, Peter Coveney writes, "The purpose and strength of the romantic image of the child had been above all to establish a relation between childhood and adult consciousness."

If an attribution of a quoted element comes in the middle of the quotation, two commas will be required. But be careful not to create a comma splice in so doing:

- "The question is," said Alice, "whether you can make words mean so many things."
- "I should like to buy an egg, please," she said timidly. "How do you sell them?"

Be careful not to use commas to set off quoted elements introduced by the word *that* or quoted elements that are embedded in a larger structure:

- Peter Coveney writes that "[t]he purpose and strength of ..."
- We often say "Sorry" when we don't really mean it.

And, instead of a comma, use a colon to set off explanatory or introductory

language from a quoted element that is either very formal or long (especially if it's longer than one sentence):

Peter Coveney had this to say about the nineteenth-century's use of children in fiction: "The purpose and strength of . . . ."

7. Use commas to set off phrases that express contrast.
   - Some say the world will end in ice, not fire.
   - It was her money, not her charm or personality, that first attracted him.
   - The puppies were cute, but incredibly messy.

(Some writers will leave out the comma that sets off a contrasting phrase beginning with *but*.)

8. Use a comma **to avoid confusion**. This is often a matter of consistently applying rule #3.

For most the year is already finished.

For most, the year is already finished.

9. **Darling's Famous Rule of Punctuation: Never use only one comma between a subject and its verb.** "Believing completely in oneself *[no comma here, even though one might well pause]* is essential for success."

Use Commas With Caution

There seem to be many reasons for using commas, and we haven't listed them all. (We've left out the typographical reasons for using commas: between a city and a state [Hartford, Connecticut], a date and the year [June 15, 1997*], a name and a title [Bob Downey, Jr.], in long numbers [123,456], etc.) Yet the biggest problem that most students have with commas is their **overuse**. A *pause* in reading is not always a reliable reason to use a comma. Try not to use a comma unless you can apply a specific rule from this page to do so.

Concentrating on the proper use of commas is not mere form for form's sake. It causes writers to review their understanding of structure and to consider carefully how their sentences are crafted.

Try this experiment: Give your instructor five dollars for each comma you use in an essay. Your instructor will return five dollars for each comma used correctly. You should come out even. This technique for cutting down on unwanted commas has been heartily endorsed by every English instructor who has tried it.

*Note that we use a comma or a set of commas to make the year parenthetical when the date of the month is included:

"July 4, 1776, is regarded as the birthdate of American liberty."

Without that date of the month, however, the comma disappears:

"July 1776 was one of the most eventful months in our history."

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Quiz on Comma Usage

The following quizzes will test your understanding of other punctuation marks as well as the comma, and it might be a good idea for you to review those marks before taking them. Click HERE to do so.

Quiz on Punctuation

A Second Quiz on Punctuation

Another Exercise in Punctuation

Yet Another Exercise in Punctuation

Guide to Grammar and Writing